

# Year 7 Spring 2 Homework Tasks: Crime and Punishment Unit

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1	<p><b>Research:</b> Research Alcatraz and create a leaflet encouraging people to visit. Consider the following:</p> <ul style="list-style-type: none"> <li>• Prices</li> <li>• Events</li> <li>• Key points of interest to visit</li> <li>• ‘How to get there’ information.</li> <li>• A map</li> </ul> <p><b>SPaG:</b> explain your ideas using complex sentences.</p>	<p><b>Research:</b> Research three different types of prisons from history and create a poster fact file giving information about these.</p> <p><b>SPaG:</b> explain your ideas using complex sentences.</p>	<p><b>Research:</b> Research strange laws from the around the world and create a poster giving information about these.</p> <p><b>SPaG:</b> explain your ideas using complex sentences.</p>	
<b>Key Words:</b> learn these words for your spelling test				
	Alcatraz Alliteration Repetition Non Fiction Leaflet Form Purpose Interesting Exciting Information	Prisoners Persuasion Speech Opinion Rhetorical Exploration Reform Court Punishment Crime	Triplets Entertain Argue Anecdote Essay Criminal Justice Miscarriage Innocent Guilty	
2	<b>Wider Reading:</b> see text and tasks on the other side of this sheet.			
3	<p><b>Big Question:</b> Why is it important to follow the laws of the land?</p>	<p><b>Big Question:</b> What impact would it have on society if there were no laws?</p>	<p><b>Big Question:</b> Some countries have very strict laws about certain things whereas others don't. Why does this happen? How does it impact society? (for example: the UK have very strict gun laws, whereas the USA don't).</p>	

**Text for Wider Reading Task: 'I went to Prison for 19 years, here's why I didn't become a statistic' from the Guardian.**

I was held as a prisoner in Maine for two decades. Now I coordinate the Maine Prisoner Advocacy Coalition (MPAC), a grassroots organization, advocating directly with the Maine department of corrections on behalf of prisoners and their families. When I am asked why I am so passionate about transforming the system that held me captive, I always respond the same way: I can't walk away and leave the people I lived beside for 20 years in a state of perpetual fear and endless torture.

I do this work because years of liberal studies and distance allowed me to make sense of the unfathomable world I experienced. It is a world in which abuse is relentless. It defies comprehension. Liberal studies helped me see that time inside isn't the only punishment imposed on convicted felons. The predominant cultural belief that we are all subject to is that once you make a mistake you must forever be defined by it. Every sentence, then, is lifelong. Our unspoken reality is that the majority of those whom we imprison are socially destroyed. They often lose everything: their homes, their belongings, their jobs, their partners, the support of their families.

I do what I do because I witnessed a period of time when confinement in Maine didn't necessarily result in this social destruction – and I am convinced that one way to bring about reform is to return to the progressive prison policies of old.

The old prison system was structured around the humanity of inmates and a belief in healing and restoration. It gave prisoners opportunities not just to advance, but to thrive. It applied progressive thinking to challenge the collateral consequences of incarceration and provided prisoners with a solid foundation with which to re-enter society.

I do this work, too, because I am a person of color. Like other prisoners of color, I was subjected to covert and overt racism – routinely passed over for paid jobs, denied adequate medical care, physically and verbally abused, and too readily designated a “security threat” – particularly after the prison system in Maine transformed.

[...]

Maine state prison in Thomaston had a college program that paid for two-thirds of a college course a semester. I took advantage of the program and began taking college classes. I earned my associate's and bachelor's degrees – summa cum laude – from the University of Maine in Augusta. I completed literacy volunteer training, peer education, and Alternatives to Violence. I was the first prisoner in Maine to be admitted to graduate school while inside. And I became a poet.

The prison's progressive policies touched every aspect of our environment. Every month a different activity or program was introduced. Community basketball and softball teams included the prison teams in their season schedules. The department held holiday movie nights, and cookouts during the summer.

Generous visitation policies were recognized as essential to transition. Policy allowed immediate family to visit without delay and allowed for intimacy: hugging and kissing were permitted while greeting or taking leave of guests. Contact visits took place mornings, afternoons and nights every day. The prison held family days in the gym, during which parents were allowed to play with their kids. I didn't know a single father who was willing to jeopardize his eligibility to participate in family day.

Grievance and disciplinary hearings came before a three-member board consisting of an officer, an inmate advocate, and a community volunteer. Prisoners were allowed to form civic groups with community partners to air official grievances, or organize when tragedy struck someone in town. We would hold walks and fundraisers, and donate all the proceeds to the affected party [...]

**Answer the following questions in full sentences using evidence:**

1. What was different about Tomaston Prison compared with other prisons?
2. Why does the writer believe these were good ideas?
3. What is the aim of the prison? Do you think this a positive thing? Give reasons for your answers